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| **TLE Observation Form**  **Librarians**  **2011-2012** | | | | | | | | |
| *Domain/Relative Weight* | | *Dimension Page* | | | | | | |
| Library  Management | | 1. Managing Student Behavior 2. Establishing a Culture for Learning 3. Managing Library Procedures 4. School Librarian Collaborates in the Design of Instructional Experiences 5. Maintaining Accurate Records 6. Collection Development and Maintenance 7. Managing the Library Budget 8. Managing Personnel | | | | | | 2  2  2  2  3  3  3  3 |
| Instructional Effectiveness | | 1. Demonstrating Knowledge of Content Curriculum and Process 2. Supporting Instructional Goals 3. Demonstrating Knowledge of Literature and Lifelong Learning 4. Communicates Clearly and Accurately 5. Using Questioning and Research Techniques 6. Assessment in Instruction 7. Demonstrating Flexibility and Responsiveness | | | | | | 4  4  4  4  5  5  5 |
| Professional Growth & Continuous Improvement | | 1. Reflecting on Practice 2. Growing and Developing Professionally | | | | | | 5  6 |
| Interpersonal Skills | | 1. Communicating with School Staff and Community 2. Effective Interactions and Communications with Stakeholders | | | | | | 6  6 |
| Leadership | | 1. Leadership 2. Professional Ethics | | | | | | 6  7 |
| **Educator Name:**  **Evaluator Name:** | | | **School Name** | | | | | |
|  | **Obs. 1** | | **Obs. 2** | | **Obs. 3** | | | |
| **Date** |  | |  | |  | | | |
| **Obs. Conf. Date** |  | |  | |  | | | |
| **Educator’s Initials** |  | |  | |  | | | |
| **Observer’s Initials** |  | |  | |  | | | |
| **Domain** **Dimension**  **#**  **Indicator**  *Observer's Coding: 3, +, -, N/A, or N/O.*  *Indicator No.* | | | | | | | | | |
| **3 — Effective** | | | | | **Obs. 1** | | **Obs. 2** | **Obs. 3** | |
| *Rubric's description of professional proficiency at an 3-Effective level.* | | | | |  | |  |  | |

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| Domain: **Library Management**  **1**  **Managing Student Behavior: Expectations; Monitoring of student behavior; response to misbehavior.**  *Indicator No.* | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian has established and communicated clear standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students. |  |  |  |

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| Domain: **Library Management**  **2**  **Establishing a Culture for Learning: Atmosphere; Safety; Organization within physical space.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian maintains an environment that is attractive with expectations that students use the library appropriately.  Physical resources and spaces within the librarian’s control are organized for individual, collaborative and group work, considering accessibility, functionality and safety. |  |  |  |

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| Domain: **Library Management**  **3**  **Managing Library Procedures: Circulation procedures; Scheduling procedures.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| Library guidelines and procedures have been established in the areas of circulation and scheduling for library use and usually provide for adequate access to the resources, equipment, facility and the expertise of the school librarian. |  |  |  |

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| Domain: **Library Management**  **4**  **School Librarian Collaborates in the Design of Instructional Experiences:**  **Collaborative skills; Instructional materials and resources; Research process; Information, media, digital and technology literacy.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian collaborates with some teachers to coordinate the use of the library and its resources and provides learning experiences that support the unit. Librarian promotes project based learning and transition to CCSS |  |  |  |

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| Domain: **Library Management**  **5**  **Maintaining Accurate Records: Catalog; Circulation; Statistics; Inventory; Using Data.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.  Records are reported at the end of the year. |  |  |  |

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| Domain: **Library Management**  **6**  **Collection Development and Maintenance: Assessment; Selection; Weeding.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. |  |  |  |

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| Domain: **Library Management**  **7**  **Managing the Library Budget: Data driven decisions; Budget development; Record keeping.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian develops budget proposals necessary to maintain the library program.  School librarian follows department and/or district policies for managing the budget and maintains records and meets spending deadlines. |  |  |  |

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| Domain: **Library Management**  **8**  **Managing Personnel: Motivating leadership; Delegating responsibility; Training; Supervision; Evaluation.** | | | |
| 3 — Effective | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian provides training and supervision and uses district tools to evaluate support staff. |  |  |  |

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| Domain: **Instructional Effectiveness**  **9**  **Demonstrating Knowledge of Content Curriculum and Process: Knowledge of curriculum; Knowledge of information, media, and digital literacy; Knowledge of the research process.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian is knowledgeable of the curriculum, resources, various literacies, the research process, and is able to make curriculum and learning connections. |  |  |  |

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| Domain: **Instructional Effectiveness**  **10**  **Supporting Instructional Goals: Instructional resources and technology in multiple formats; Instructional services.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian displays a basic understanding of the instructional goals for the different disciplines and diverse student population, and provides some of the necessary resources, technology and instructional services to support these goals. Librarian collaborates with teachers to integrate literacy and reading strategies into core content units of instruction. Expectations for students are present and consistent. |  |  |  |

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| Domain: **Instructional Effectiveness**  **11**  **Demonstrating Knowledge of Literature and Lifelong Learning: Children’s and young adult literature; Reading.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian has a working knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning using both traditional and emerging technological strategies and tools. |  |  |  |

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| Domain: **Instructional Effectiveness**  **12**  **Communicates Clearly and Accurately: Directions and procedures; Use of different Methods** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian is usually clear in communicating directions and procedures.  Technology is used when appropriate. |  |  |  |

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| Domain: **Instructional Effectiveness**  **13**  **Using Questioning and Research Techniques: Quality of questions; Research techniques; Student inquiry.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian understands and supports core curriculum instruction and the transition to CCSS. The use of inquiry and project-based learning are evident. |  |  |  |

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| Domain: **Instructional Effectiveness**  **14**  **Assessment in Instruction: Assessment criteria; Monitoring of students learning; Quality feedback; Student self assessment and monitoring of progress.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated.  The school librarian monitors a class of students as a whole, but elicits no diagnostic information.  The school librarian provides some feedback to students when working with them on a one-to-one basis or with small groups.  Students occasionally assess the quality of their own work. |  |  |  |

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| Domain: **Instructional Effectiveness**  **15**  **Demonstrating Flexibility and Responsiveness: Teaching strategies; Lesson adjustments; Response to students; Persistence.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| The school librarian adjusts the instructional plan to accommodate student learning styles, needs, abilities, interests and questions through the use of diverse strategies. |  |  |  |

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| Domain: **Professional Growth & Continuous Improvement**  **16**  **Reflecting on Practice: Reflection; Vision; Change.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| The school librarian reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are aligned with the instructional goals of the school. |  |  |  |

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| Domain: **Professional Growth & Continuous Improvement**  **17**  **Growing and Developing Professionally: Enhancement of professional knowledge ; Receptivity to feedback from colleagues; Service to the profession.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian participates in professional activities.  School librarian accepts feedback on performance from both supervisors and professional colleagues.  School librarian attends and participates in required district and school meetings. |  |  |  |

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| Domain: **Interpersonal Skills**  **18**  **Communicating with School Staff and Community: Information about the library program; Advocacy.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, resources, and services. |  |  |  |

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| Domain: **Interpersonal Skills**  **19**  **Effective Interactions and Communications with Stakeholders.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| Interacts with families in a timely, consistent, positive and professional manner.  Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.  Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.  Collaborates appropriately and makes decisions that reflect genuine professional consideration. |  |  |  |

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| Domain: **Leadership**  **20**  **Contributes to school & professional communities.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| Participates in school events when asked.  Participates in school and district projects when asked.  Finds ways to contribute to the profession and follows through.  Assumes a proactive role in addressing student needs. |  |  |  |

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| Domain: **Leadership**  **21**  **Professional Ethics: Library Bill of Rights; Copyright law; Ethical use of information; Intellectual freedom; Privacy; Confidentiality.** | | | |
| **3 — Effective** | **Obs. 1** | **Obs. 2** | **Obs. 3** |
| School librarian is knowledgeable of the ethics of librarianship, and follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. |  |  |  |